



INDIANA  
DEPARTMENT of  
EDUCATION

2023 INDIANA ACADEMIC STANDARDS

# PHYSICAL EDUCATION

GRADES 6-8



## Indiana Academic Standards Context and Purpose

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The Indiana Academic Standards for Grades 6-8 Physical Education are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students. In alignment with the [National Standards and Grade-Level Outcomes for K-12 Physical Education](#), the Indiana Academic Standards on the following pages represent learning outcomes for students. Each standard is accompanied by learning indicators that define the specific knowledge, skills, and behaviors expected of students by the end of each grade level. The grade-level indicators can also serve as guidelines for assessing student performance in the classroom, and may include some instructional examples to assist educators. These examples are intended to help illustrate possible teaching strategies and activities, but are not intended to be an exhaustive list. Educators should use their professional expertise to differentiate instruction at each grade level.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, strategies, and/or other supplementary materials that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices to support overall student development.

**Standard 1:** The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns.

Middle grade students progress and develop toward mature (proficient) patterns of motor skills and movement. They seek opportunities to apply these skills to both unstructured and structured physical activity contexts. Various curriculum models can foster students' development within this standard such as: lifetime fitness education, sport education, and dance/rhythms.

### 1. Individual-Performance Activities

Grade 6	<b>6.1.1.A</b> Demonstrates correct technique for basic skills in one selected individual performance activity.
Grade 7	<b>7.1.1.A</b> Performs correct technique for a variety of skills in one selected individual performance activity.
Grade 8	<b>8.1.1.A</b> Performs correct technique for a variety of skills in two selected individual performance activities.

### 2. Outdoor Pursuits

Grade 6	<b>6.1.2.A</b> Demonstrates correct technique for basic skills in one selected outdoor activity.
Grade 7	<b>7.1.2.A</b> Performs correct technique for a variety of skills in one selected outdoor activity.
Grade 8	<b>8.1.2.A</b> Performs correct technique for a variety of skills in two selected outdoor activities.

### 3. Dance and Rhythm

Grade 6	<b>6.1.3.A</b> Demonstrates correct rhythm and pattern for one of the following activities: dance, including folk, social, creative, line, and world; jump bands; and cardio drumming.
Grade 7	<b>7.1.3.A</b> Demonstrates correct rhythm and pattern for two of the following activities: dance, including folk, social, creative, line, and world; jump bands; and cardio drumming).
Grade 8	<b>8.1.3.A</b> Exhibits command of rhythm and timing by creating a movement/rhythm sequence to music as an individual or in a group.

### 4. Throwing

Grade 6	<b>6.1.4.A</b> Demonstrates a mature underhand or overhand motion pattern for accuracy.
Grade 7	<b>7.1.4.A</b> Performs a mature throwing (underhand and overhand) pattern for accuracy in a dynamic environment.
Grade 8	<b>8.1.1.A</b> Performs a mature throwing (underhand and overhand) pattern for distance, control, and accuracy during small-sided and target game play.

### 5. Catching

Grade 6	<b>6.1.5.A</b> Demonstrates a mature catching pattern from a variety of trajectories using different objects during practice.
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Grade 7	<b>7.1.5.A</b> Performs a mature catching pattern from a variety of trajectories using different objects during small-sided game play.
Grade 8	<b>8.1.5.A</b> Performs a mature catching pattern with hands (such as a ball or Frisbee) or an implement (such as a lacrosse stick) in a dynamic environment or small-sided game play.
<b>6. Passing and Receiving</b>	
Grade 6	<b>6.1.6.A</b> Demonstrates passing and receiving with hands, feet, or implement with competency while moving, changing direction, and speed.
	<b>6.1.6.B</b> Demonstrates a lead pass with competency, while stationary, to a moving receiver.
Grade 7	<b>7.1.6.A</b> Performs passing and receiving with hands, feet, or implements with competency while moving, changing direction, and speed during small-sided game play.
	<b>7.1.6.B</b> Demonstrates a lead pass with competency, while moving, to a moving receiver.
Grade 8	<b>8.1.6.A</b> Performs passing and receiving with hands, feet, or implements with competency while moving, changing direction, speed, or level in small-sided game play.
	<b>8.1.6.B</b> Performs a lead pass with competency, while moving or stationary, to a moving receiver during small-sided game play.
<b>7. Dribbling</b>	
Grade 6	<b>6.1.7.A</b> Demonstrates dribbling skills with dominant hand, foot, or implement with control while moving, changing direction, and speed.
Grade 7	<b>7.1.7.A</b> Performs dribbling skills with dominant and nondominant hand, foot, and implements with control while moving, changing directions, and speed in a variety of practice tasks.
Grade 8	<b>8.1.7.A</b> Performs dribbling skills with dominant and nondominant hand, foot, and implements with control while moving, changing directions, and speed in small-sided game play.
<b>8. Striking</b>	
Grade 6	<b>6.1.8.A</b> Demonstrates striking with competency.
	<b>6.1.8.B</b> Demonstrates striking a stationary or moving object with competency using an implement with force in a variety of practices (such as golf, hockey).
Grade 7	<b>7.1.8.A</b> Performs striking with competency in a dynamic environment.
	<b>7.1.8.B</b> Performs striking a stationary object for accuracy and distance, using an implement, with competency in activities (such as golf, hockey).
	<b>7.1.8.C</b> Performs striking a moving object to open space, with competency, using an implement in a variety of practices.
	<b>8.1.8.A</b> Performs striking with competency in small-sided game play.

Grade 8	<b>8.1.8.B</b> Performs striking a stationary object for accuracy and power, using an implement, with competency in activities (such as golf, hockey).
	<b>8.1.8.C</b> Performs striking a moving object for power, with competency, using an implement in small-sided game play.
<b>9. Forehand and Backhand</b>	
Grade 6	<b>6.1.9.A</b> Demonstrates correct forehand and backhand strokes with competency while transferring weight with correct timing.
Grade 7	<b>7.1.9.A</b> Performs forehand and backhand strokes with competency while transferring weight with correct timing, using a short- or long-handled implement in a dynamic environment.
Grade 8	<b>8.1.9.A</b> Performs forehand and backhand strokes with competency while transferring weight with correct timing, using a short- or long-handled implement during a small- sided game.
<b>10. Shooting</b>	
Grade 6	<b>6.1.10.A</b> Demonstrates shooting on goal with competency during a closed environment practice.
Grade 7	<b>7.1.10.A</b> Performs shooting on goal with competency and accuracy in a dynamic environment.
Grade 8	<b>8.1.10.A</b> Performs shooting on goal with competency and accuracy during a small-sided game.
<b>11. Serving</b>	
Grade 6	<b>6.1.11.A</b> Demonstrates a correct underhand or overhand serve with competency, control, and weight transfer.
Grade 7	<b>7.1.11.A</b> Performs an underhand or overhand serve to a target with competency, control, and weight transfer.
Grade 8	<b>8.1.11.A</b> Performs an underhand or overhand serve with competency, control, and weight transfer in a small-sided game.
<b>12. Volleying</b>	
Grade 6	<b>6.1.12.A</b> Demonstrates a controlled forehand volley with mature form.
Grade 7	<b>7.1.12.A</b> Performs controlled forehand and backhand volleys with competency with a short- or long-handled implement in a dynamic environment.
Grade 8	<b>8.1.12.A</b> Performs controlled forehand and backhand volleys with competency with a short- or long-handled implement during a small-sided game.
<b>13. Offensive Skills</b>	
Grade 6	<b>6.1.13.A</b> Demonstrates movement without the ball or object (such as pivot, give and go, and fakes).

	<b>6.1.13.B</b> Demonstrates movement with the ball or object (such as dribbling) without defensive pressure to create open space.
Grade 7	<b>7.1.13.A</b> Performs at least one movement without the ball or object (such as the pivot, give and go, fakes, or jab steps).
	<b>7.1.13.B</b> Performs at least one movement with the ball or object (such as dribbling) against defensive pressure to create open space.
Grade 8	<b>8.1.13.A</b> Performs two different movements without the ball or object (such as the pivot, give and go, fakes, or jab steps).
	<b>8.1.13.B</b> Performs two different movements with the ball or object (such as dribbling) to create open space during a small-sided game.
<b>14. Defensive Skills</b>	
Grade 6	<b>6.1.14.A</b> Demonstrates the ready position in defense by weight on balls of feet, arms extended, and eyes on the midsection of the offensive player.
Grade 7	<b>7.1.14.A</b> Performs the defensive position and slides in all directions without crossing the feet in a dynamic environment.
Grade 8	<b>8.1.14.A</b> Performs the defensive position and slides in all directions without crossing the feet in a small-sided game.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Middle grade students begin to learn and apply movement concepts (body awareness, spatial awareness, qualities of movement, and relationships) that enhance performance. They exhibit a higher level of complexity and breadth in learning movement skills, developing game strategies, and applying interdisciplinary knowledge (e.g. anatomy, physics) to game situations.

### 1. Target Games

Grade 6	Developmentally appropriate outcomes first appear in grade seven.
Grade 7	<b>7.2.1.A</b> Determines how to change speed and/or trajectory of the shot based on location of the object in relation to the target.
Grade 8	<b>8.2.1.A</b> Demonstrates the concept of changing the speed, force, and trajectory of a shot based on location of the object in relation to the target.

### 2. Movement and Rhythm

Grade 6	<b>6.2.2.A</b> Varies the application of force when performing movement activities.
Grade 7	<b>7.2.2.A</b> Applies Newton's law of motion to various movement activities.
Grade 8	<b>8.2.2.A</b> Applies Newton's law of motion to various movement activities.

3. Outdoor Pursuits	
Grade 6	<b>6.2.3.A</b> Identifies appropriate decisions to ensure safety of self or others.
Grade 7	<b>7.2.3.A</b> Analyzes the situation and makes appropriate decisions to ensure the safety of self and/or others.
Grade 8	<b>8.2.3.A</b> Implements safety protocols in self-selected outdoor pursuits.
4. Offensive Tactics	
Grade 6	<b>6.2.4.A</b> Demonstrates at least one way to create open space (such as moving to open space without a ball or object; using a variety of passes, pivots, and fakes; using the give and go maneuver; using the width and length of the field/court). (invasion games)
	<b>6.2.4.B</b> Identifies open spaces and attempts to strike objects into the space. (field and strike games)
Grade 7	<b>7.2.4.A</b> Demonstrates at least two ways to create open space (such as moving to open space without a ball or object; using a variety of passes, pivots, and fakes; using the give and go maneuver; using the width and length of the field/court; staying spread out on offense; cutting and passing quickly). (invasion games)
	<b>7.2.4.B</b> Demonstrates a variety of shots to hit to open space. (field and strike games)
Grade 8	<b>8.2.4.A</b> Applies multiple ways to create open space (such as moving to open space without a ball or object; using a variety of passes, pivots, and fakes; using the give and go maneuver; using the width and length of the field/court; staying spread out on offense; cutting and passing quickly; using fakes off the ball). (invasion games)
	<b>8.2.4.B</b> Performs a variety of shots to open space in a small-sided game. (field and strike games)
5. Defensive Tactics	
Grade 6	<b>6.2.5.A</b> Demonstrates at least one way to reduce open space (such as changing body position; by not allowing the catch (denial); allowing the catch, but not the return pass). (invasion games)
	<b>6.2.5.B</b> Identifies the correct defensive play based on the situation (such as number of outs). (field and strike games)
Grade 7	<b>7.2.5.A</b> Demonstrates at least two ways to reduce open space (such as changing body position; by not allowing the catch (denial); allowing the catch, but not the return pass; staying close to the opponent as they near the goal). (invasion games)
	<b>7.2.5.B</b> Selects the correct defensive play based on the situation. (field and strike games)
Grade 8	<b>8.2.5.A</b> Applies ways to reduce open space by staying on the goal side of the offensive player and anticipate the speed of the object or person for the purpose of interception or deflection. (invasion games)
	<b>8.2.5.B</b> Reduces open space during a small-sided game by working with teammates to maximize coverage. (field and strike games)

6. Transitions, Invasion Games	
Grade 6	<b>6.2.6.A</b> Demonstrates the transitions from offense to defense and defense to offense by recovering quickly.
Grade 7	<b>7.2.6.A</b> Demonstrates the transitions from offense to defense and defense to offense by recovering quickly and communicating with teammates.
Grade 8	<b>8.2.6.A</b> Demonstrates the transitions from offense to defense and defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.
7. Creating Space, Net and Wall Games	
Grade 6	Developmentally appropriate outcomes first appear in grade seven.
Grade 7	<b>7.2.7.A</b> Creates open space by varying force and direction, and forcing the opponent to move from side to side.
Grade 8	<b>8.2.7.A</b> Demonstrates creating open space by varying force and direction, and forcing the opponent to move from side to side and/or forward and backward.
8. Tactics and Shots, Net and Wall Games	
Grade 6	Developmentally appropriate outcomes first appear in grade seven.
Grade 7	<b>7.2.8.A</b> Demonstrates an offensive shot based on the opponent's location (hit where the opponent is not).
Grade 8	<b>8.2.8.A</b> Demonstrates a variety of shots to end a rally by using placement, force, or timing.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Middle grade students begin to recognize the importance of physical activity and make independent decisions related to being active and maintaining a healthy quality of life. They seek out activities that will enhance their physical well-being in physical education class and during their free time. Moreover, they begin to make their own decisions and develop plans to enhance their own health-related physical fitness (muscular strength and endurance, flexibility, body composition, and cardiorespiratory endurance). They participate in moderate to vigorous physical activities that are linked to their physical skills and levels of fitness.

1. Physical Activity Benefits	
Grade 6	<b>6.3.1.A</b> Describes how being physically active leads to a healthy body.
Grade 7	<b>7.3.1.A</b> Identifies barriers related to maintaining a physically active lifestyle and identifies solutions for eliminating those barriers.



Grade 8	<b>8.3.1.A</b> Explains connections between physical activity and overall physical and mental health.
<b>2. Engagement in Physical Activity</b>	
Grade 6	<b>6.3.2.A</b> Participates in self-selected physical activity outside of physical education class.
Grade 7	<b>7.3.2.A</b> Participates in physical activity twice a week outside of physical education class.
Grade 8	<b>8.3.2.A</b> Participates in physical activity three times a week outside of physical education class.
<b>3. Components of Fitness</b>	
Grade 6	<b>6.3.3.A</b> Identifies the skill-related fitness components.
Grade 7	<b>7.3.3.A</b> Identifies the difference between health-related and skill-related fitness.
Grade 8	<b>8.3.3.A</b> Explains health-related and skill-related components of fitness for self-selected physical activities.
<b>4. Health-Related Fitness</b>	
Grade 6	<b>6.3.4.A</b> Differentiates between aerobic and anaerobic physical activity.
	<b>6.3.4.B</b> Demonstrates correct techniques and methods of stretching.
	<b>6.3.4.C</b> Uses pacing in cardiorespiratory endurance activities.
Grade 7	<b>7.3.4.A</b> Differentiates between muscular strength and muscular endurance activities.
	<b>7.3.4.B</b> Describes and demonstrates the differences between dynamic and static stretches.
	<b>7.3.4.C</b> Describes the relationship between cardiorespiratory activities and exercise intensity (such as the Borg Rating of Perceived Exertion (RPE), the OMNI Scale, Heart Rate Monitors, or taking a heart rate manually).
Grade 8	<b>8.3.4.A</b> Describes the impact of cardiorespiratory endurance, muscular endurance, and muscular strength on body composition.
	<b>8.3.4.B</b> Uses a variety of appropriate static and dynamic stretching techniques for different muscle groups and understands when to apply them in their routine (i.e. dynamic prior to activity and static post-activity).
	<b>8.3.4.C</b> Calculates target heart rate zone and adjusts intensity during physical activity to stay in the zone.
<b>5. FITT Principle</b>	
Grade 6	<b>6.3.5.A</b> Describes each component of the FITT principle (frequency, intensity, time, type) for cardiorespiratory endurance.
Grade 7	<b>7.3.5.A</b> Describes the FITT principle (frequency, intensity, time, type) for muscular endurance, muscular strength, and flexibility.

Grade 8	<b>8.3.5.A</b> Designs a personal workout using the FITT principle (frequency, intensity, time, type).
<b>6. Phases of Exercise</b>	
Grade 6	<b>6.3.6.A</b> Describes the role of warm-ups and cool-downs before and after physical activity.
Grade 7	<b>7.3.6.A</b> Designs a warm-up or cool-down for a self-selected physical activity.
Grade 8	<b>8.3.6.A</b> Designs and implements a warm-up or cool-down for a self-selected physical activity.
<b>7. Engagement in Fitness Activities</b>	
Grade 6	<b>6.3.7.A</b> Participates in a variety of cardiorespiratory endurance activities.
Grade 7	<b>7.3.7.A</b> Participates in a variety of cardiorespiratory endurance, muscular endurance, and muscular strength activities.
Grade 8	<b>8.3.7.A</b> Participates in a variety of self-selected fitness activities outside of school.
<b>8. Body Systems</b>	
Grade 6	<b>6.3.8.A</b> Identifies major muscles used in selected physical activities.
Grade 7	<b>7.3.8.A</b> Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.
Grade 8	<b>8.3.8.A</b> Explains how respiratory, muscular, and skeletal systems interact with each other during physical activity.
<b>9. Nutrition</b>	
Grade 6	<b>6.3.9.A</b> Compares and contrasts caloric expenditure for a variety of physical activities.
Grade 7	<b>7.3.9.A</b> Explains the relationship of caloric intake and expenditure to weight management, and investigates strategies for balancing calories.
Grade 8	<b>8.3.9.A</b> Develops strategies for balancing healthy food, snacks, and water intake specific to daily physical activity.
<b>10. Goal-Setting</b>	
Grade 6	<b>6.3.10.A</b> Uses a SMART (specific, measurable, attainable, realistic, and timely) goal to improve or maintain one area of health-related fitness based on a fitness assessment.
Grade 7	<b>7.3.10.A</b> Uses a SMART (specific, measurable, attainable, realistic, and timely) goal to improve or maintain two areas of health-related fitness based on a fitness assessment.
Grade 8	<b>8.3.10.A</b> Uses a SMART (specific, measurable, attainable, realistic, and timely) goal to improve or maintain three areas of health-related fitness based on a fitness assessment.
<b>11. Physical Activity and Nutrition Log</b>	

Grade 6	<b>6.3.11.A</b> Maintains and reflects on an activity log to create goals pertaining to a personal physical activity.
Grade 7	<b>7.3.11.A</b> Maintains and reflects on a personal physical activity and hydration log to document learning and set goals for improvement.
Grade 8	<b>8.3.11.A</b> Maintains and reflects on a personal physical activity and nutrition log to document learning and set goals for improvement.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Middle grade students use problem-solving skills in choosing to participate in physical activities. They demonstrate an understanding of positive conduct in accordance with rules and policies.

### 1. Personal Responsibility

Grade 6	<b>6.4.1.A</b> Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for the facilities, and exhibiting safe behaviors.
Grade 7	<b>7.4.1.A</b> Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.
Grade 8	<b>8.4.1.A</b> Accepts responsibility for improving one's own level of physical activity and fitness.

### 2. Rules and Etiquette

Grade 6	<b>6.4.2.A</b> Identifies rules and etiquette for physical activities, games, dance, and rhythmic activities.
Grade 7	<b>7.4.2.A</b> Demonstrates knowledge of rules and etiquette by self-officiating physical activities and games or following parameters to create or modify a dance or rhythmic activity.
Grade 8	<b>8.4.2.A</b> Applies rules and etiquette for physical activities and games, and creates dance or rhythmic routines within a given set of parameters.

### 3. Receiving and Providing Feedback

Grade 6	<b>6.4.3.A</b> Demonstrates responsibility by providing and accepting corrective feedback to improve performance.
Grade 7	<b>7.4.3.A</b> Provides corrective feedback to a peer using a teacher-generated rubric, while using appropriate tone and other communication skills.
Grade 8	<b>8.4.3.A</b> Provides encouragement and feedback to peers without prompting.

4. Working with Others	
Grade 6	<b>6.4.4.A</b> Cooperates with a small group of classmates during physical activities.
Grade 7	<b>7.4.4.A</b> Demonstrates cooperation by establishing rules and guidelines for resolving conflicts.
Grade 8	<b>8.4.4.A</b> Demonstrates cooperation skills and strategies that promote team or group dynamics.
5. Safety	
Grade 6	<b>6.4.5.A</b> Uses physical activity and fitness equipment appropriately and safely with teacher guidance.
Grade 7	<b>7.4.5.A</b> Independently uses all equipment for physical activity and fitness appropriately and safely.
Grade 8	<b>8.4.5.A</b> Identifies specific safety concerns associated with physical activity and fitness equipment.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

Middle grade students are emerging learners as it relates to their valuing the positive health and social outcomes that come from living a physically active lifestyle. They recognize their own likes, dislikes, strengths, and skills, and use these to choose physical activities for enjoyment. Through a variety of activities, students demonstrate an understanding of the importance of positive conduct and social interactions in accordance with rules and policies, and build their ability to promote respect for self and others.

1. Health	
Grade 6	<b>6.5.1.A</b> Applies strategies for overcoming individual challenges in a physical activity setting (such as extending effort, asking for help or feedback, or modifying the tasks).
Grade 7	<b>7.5.1.A</b> Identifies different types of physical activities and describes how each has a positive impact on health.
Grade 8	<b>8.5.1.A</b> Identifies the five components of health-related fitness, and explains the connections of being healthy (physically and mentally) and fit.
2. Challenge	
Grade 6	<b>6.5.2.A</b> Applies strategies for overcoming individual challenges in a physical activity setting (such as extending effort, asking for help or feedback, or modifying the tasks).
Grade 7	<b>7.5.2.A</b> Uses positive strategies when faced with a group challenge (such as offering suggestions or assistance, leading or following others, and providing possible solutions).

Grade 8	<b>8.5.2.A</b> Applies strategies to overcome individual challenges in physical activity.
<b>3. Self-Expression and Enjoyment</b>	
Grade 6	<b>6.5.3.A</b> Describes how moving competently in a physical activity setting creates enjoyment.
Grade 7	<b>7.5.3.A</b> Identifies why self-selected physical activities create enjoyment.
	<b>7.5.3.B</b> Explains the relationship between self-expression and lifelong enjoyment through physical activity.
Grade 8	<b>8.5.3.A</b> Discusses how enjoyment can be increased in self-selected physical activities.
	<b>8.5.3.B</b> Identifies and participates in an enjoyable activity that prompts individual self-expression.
<b>4. Social Interaction</b>	
Grade 6	<b>6.5.4.A</b> Demonstrates respect for self and others by following the rules and encouraging others in various physical activities and games.
Grade 7	<b>7.5.4.A</b> Demonstrates the importance of social interaction by avoiding negative talk and helping and encouraging others in various physical activities and games.
Grade 8	<b>8.5.4.A</b> Demonstrates respect for self and others by asking for help and helping others in various physical activities and games.